राज्यों के 149 जिलो में इस समय जिला प्राथिक शिक्षा कार्यक्रम चल रहा है। अनौपचारिक शिक्षा योजना भी पिछड़े और दूर-दराज क्षेत्रों में स्कूल न जाने वाले बच्चों के लिए है और इसलिए यह लड़कियों पर विशेष ध्यान देती है। संपूर्ण साक्षरता अभियान भी महिलाओं में साक्षरता बढ़ाने पर विशेष बल देता है। महिला समाख्या कार्यक्रम भी निम्न महिला साक्षरता क्षेत्रों में एक अन्य प्रयास है।

शासन के राष्ट्रीय एजेंडे में लड़कियों की शिक्षा को प्राथमिकता दी गई है और वर्ष 1998-99 के बजट में लड़कियों की निशुल्क शिक्षा को बढ़ावा देने के लिए 100 करोड़ रुपये निर्धारित किए गए हैं।

Promotion of Modern Indian Languages

3451. SHRI K. RAHMAN KHAN: Will the Minfster of HUMAN RESOURCE DEVELOMENT be pleased to state:

(a) the modem Indian languages, which .the Ministry of HRD are promoting and the budget allocated for each of such languages; .

(b) whether Sanskrit is also included, if not, what is' the amount allocated during 1998-99 for promotion of Sanskrit; and

(c) whether it is a fact that Government is increasing allocation to Sanskrit by 300% for 1998-99; if so, what are the schemes proposed?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI): (a) to (c) The Ministry of Human Resource Development implements various schemes, through its subordinate offices' autpnomous bodies, for the promotion of languages included in the 8th Schedule of the Constitution which includes Sanskrit also. The allocation of funds for the development of languages including Sanskrit for 1998-99 is Rs. *6Q.S0* crore, for the promotion of Sanskrit, the allocation for 1998-99 is Rs. 30.00 crore as against B.E. of Rs. 25.31 crore and R.E. of Rs. 14.33 during 1997-98.

The schemes to be Implemented during 1998-99 are as follows:

(i) Financial assistance to pandits.

(ii) Scholarships to students of HigV Higher Secondary schools studying Sanskrit.

(iii) Providing facilities for teaching of Sanskrit in Secondary Schools.

(iv) Modernisation of Sanskrit Pathshalas.

(v) Grant to State Governments for various schemes for promotion of Sanskrit such as upgrading the salary of Sanskrit teachers, holding of evening classes, honouring vedic scholars, celebrating Kalidasa samaroha, assistance to non-Government organisations sponsored by State Government for Research Projects, Deemed Sanskrit Universities, grant for Schools, Colleges, Vidyapeethas, Rashtriya Sanskrit Sansthans, Deemed Sanskrit Universities, Central Board of Secondary Education for conducting'organising training to in-service teachers etc.

Eligibility Conditions for UGC Grant

3452. SHRI W. ANGOU SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the number of Central Universities converted from the State Universities and established directly by the Central Government with their names now functioning in the States;

(b) the eligibility conditions of State universities and colleges for extending UGC's grant;

(c) whether the private colleges can be extended the UGC's grant; and

(d) the names of the State Government colleges receiving UGC's grant in the North Eastern States alongwith amount and purposes duritig the Eighth and Ninth Five Year Plans on State-wise basis?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI): (a) At present, the following 16 Central Universities are functioning in the country:—

(a) Aligarh Muslim University, Aligarh.
(b) Banaras Hindu University, Varanasi.
3. Assam University, Silchar.
4. Babasaheb Bhimrao Ambedkar University, Lucknow.
1. Delhi University, Delhi.
2. Hyderabad University, Hyderabad.
7. Indira Gandhi National Open University, Delhi.
8. Jamia Millia Islamia University, New Delhi.
9. Jawaharlal Nehru University, New Delhi.
10. North-Eastern Hill University (NEHU), Shillong.
5. Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.
6. Maulana Azad National Urdu University, Hyderabad.

11. Nagaland University, Kohima.
12. Pondicherry University, Pondicherry.
13. Tczpur University, Tezpur.
14. Viswa Bharati, Santiniketan.

Babasaheb Bhimrao Ambedkar University, which was c State Unviersity, was converted into a Central University in August. 1994 by an Act of the Parliament.-

(b) UGC provides development grants to all eligible universities and colleges, as per the prescribed norms, for recruitment of teaching and supportive staff; purchase of equipment, books and journals; construction of women's hostels, staff quarters, health centres, etc. Only those universities and colleges which have been recognised by UGC in terms of Rules framed under Section 2 (f) of the UGC Act and declared fit to receive financial assistance from Central sources in terms of the Regulations framed under Section 12-B of the UGC Act, are eligible for receiving development grants. The quantum of grant payable to snch universities and colleges is worked-out on the basis of various parameters such as stage of development of a particular institutions, level of teaching (undergraduate, post-graduate, single faculty, multy-faculty, etc.), students and faculty strength etc.

13. Yes, Sir.

(c) The information is being collected and will be laid on the Table of the House.

Reorientation of Education System for Institutions in Rural Areas

3453. SHRI GOVINDRAO ADIK: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(d) whether Government are considering a proposal to reorient education system and contents particularly for institutions in rural areas and towns taking into account the basic growth potential requirement of manpower in the area for boosting modern agriculture, agro-processing, agro-services, management and other related areas of rural economy;

(e) if so, the details thereof;

(f) the details regarding the present status of technical and vocational institutional infrastructure in rural areas, State-wise; and

(g) the details of special measures envisaged and funds made available to upgrade, re-orient education system in rural areas. State-wise during the Ninth Five Year Plan period?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI): (a) and (b) The National Policy on Education, 1986 and its Programme of Action provides for a definite edge for education in the rural areas. This is reflected in the